

June 2005  
Data Collection Project  
Vernal Jr. High  
Jim Hales

Small Group:

Objective: To reduce the number of failing grades received by students during 1<sup>st</sup> trimester during the 2004/05 school year.

Procedure:

Fifteen students were chosen to participate in a 'Success Skills' class during second trimester. They were selected due to failing at least one class first trimester, and have a history of failing classes at Vernal Jr. High.

Results:

Five of the students received fewer failing grades during second trimester. Six received more failing grades, and four remained unchanged.

During third trimester, five students were selected to participate in 'Success Skills'. Two of the students received fewer failing grades, two received more failing grades, and one remained the same.

Large Group:

Objective: To reduce the number of students failing Geography and/or Earth Systems at Vernal Jr. High during first and second trimester of the 2004/05 school year.

Procedure:

Midway during first trimester, students failing Geography and/or Earth Systems were identified and met with a member of the counseling team. They were informed of their failing status and encouraged to increase their efforts. Of those originally identified, twenty eight students (less than half of the original number) eventually failed and were selected to participate in a remediation class called 'A+' during second trimester.

Results:

Thirteen of the 'A+' students passed Geography and/or Earth Systems. Twelve students received no credit, and three students exited school during second trimester.

During third trimester, twenty nine students were selected to participate in 'A+'. Fifteen students passed Geography and/or Earth Systems. Thirteen receive no credit, and one withdrew.

**Ruthann Nelson**

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**From:** Tom Howells  
**Sent:** Friday, June 03, 2005 7:40 AM  
**To:** Marlin Johnson; Ruthann Nelson; Patricia Yadon  
**Subject:** Data Project

Marlin,

*vernal middle*

Here are the results of our "data Project" this year. We had three different groups involving a total of 136 students.

Group one consisted of 49 students whom we worked with individually regarding grades, attitudes, and academic performance. This was the only group to show consistent gains, although they were small. This group was closest to the general school population in that the GPA changes were smaller with minimal fluctuation.

**Average GPA**

Tri 1 1.66  
 Tri 2 1.69  
 Tri 3 1.74

**Average GPA Change**

Tri 1 to Tri 2 0.03 1.8%  
 Tri 2 to Tri 3 0.05 3.0%  
 Tri 1 to Tri 3 0.08 4.82%

Group two consisted of 48 students whom we tracked during third trimester. We contacted each student every other week to give them a grade report and on the off-weeks we sent a grade report home through the mail.

**Average GPA**

Tri 1 1.86  
 Tri 2 1.77  
 Tri 3 1.99

**Average GPA Change**

Tri 1 to Tri 2 -0.09 -4.84%  
 Tri 2 to Tri 3 0.22 12.43%  
 Tri 1 to Tri 3 0.13 7.34%

The last group consisted of 39 students who were helped in the class room by teaching assistants during the 3<sup>rd</sup> trimester. They were helped in either a math class or a language arts class.

**Average GPA**

Tri 1 2.17  
 Tri 2 1.87  
 Tri 3 2.07

**Average GPA Change**

Tri 1 to Tri 2 -0.30 -13.82%  
 Tri 2 to Tri 3 0.20 10.70%  
 Tri 1 to Tri 3 -0.10 -4.61%

 **ENTERED**

6/13/2005

For the purpose of comparison the GPS for the school as a whole showed very little fluctuation.

Tri 1	2.95
Tri 2	2.93
Tri 3	2.95

If you have questions or comments please contact me.

Thank you,

Tom Howells

Utah Comprehensive Guidance Program  
West Junior High School  
Data Project Final Report  
2004-2005

Goal

Improve academic achievement by reducing the number of students with one or more failing grades (F letter grades). The following graph indicates the number of student's who completed each trimester with one or more F letter grades.

Grade	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
6	13	17	32
7	18	30	24
8	20	12	11
9	15	18	15
Total	66	77	82

As is apparent by the data the total number of student's who completed each trimester with one or more F letter grades increased with each subsequent trimester.

Of the 66 students who received one or more F's first trimester, the counseling department received parent permission and 6 students participated in the SAP support program. Of these students 50% (n=3) did not receive any F's during second trimester. Sixteen of these student's received academic counseling as an intervention. Of these sixteen student's 25% (n=4) did not receive an F in the second trimester.

Of the 77 students who received one or more F's second trimester, the counseling department received parent permission and 5 students participated in the SAP support program. Of these students 0% (n=0) did not receive any F's during second trimester. This is not to say that other benefits were not gained. Nineteen of these student's received academic counseling as an intervention. Of these twenty student's 50% (n=10) did not receive an F in the third trimester.

Several factors unique to the 2004-2005 school year may have impacted the results of this data project.